**K-5ELA Lesson Plan**

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| **Teacher:**  **Michelle Lee, Brittany Baldwin, Anna Potts** | | **Grade:**  **2nd** | | | **Date(s)**: 8/28 (1 day) |
| **Unit Title: A Story to Share** | | | **Corresponding Unit Task: Task 1- Story Mapping** | | |
| * **Essential Question(s):** \* How do characters develop throughout a story? \* How do good writers share their opinion with readers? \* How can a good speaker effectively share a story with an audience? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **First Days Jitters by Julie Danneburg**  Chart Paper  Markers  Paper  Crayons | | | | **character** - one of the people (or animals) in a story  **character traits -** various aspects of the character such as physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters  **setting –** the story’s time and place | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled (Me)  X Shared (We)   * Guided Practice (few) * Independent (you) | **Reading**  **Standards: RL.2.3**. Describe how characters in a story respond to major events and challenges.  **I Can Statement(s): I can describe how characters in a story respond to challenges.**  **Instructional Plan:**   * Teacher will introduce story by showing title and cover. Students will discuss and predict what they think will happen in the story. (teacher can assess what students already know about stories.) * Discuss procedures for read alouds * Teacher will introduce vocabulary (characters, setting, problem and solution) by creating anchor chart (story map) * Teacher will read story aloud, stopping to discuss unknown words and story elements (begin to show students how to infer meaning using context clues) * Students will discuss character’s feelings with a partner * Teacher will model discussing how she felt this morning, will help students create word bank of feeling words * Students will discuss with peers using feeling words * Students will complete opinion writing about how they felt about school today | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards: W.2.1** Write opinion pieces in which they introduced the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.  **I Can Statement(s): I can write to express my opinion.**  **Instructional Plan:**   * Teacher will model drawing a picture of her morning and writing about how she felt and why (teacher will discuss how this is a part of the writing process, orally she will discuss brainstorming and organizing ideas) * Students will discuss with table groups what they’re going to draw and write, teacher will walk around and help with ideas (establish routines and procedures for getting/sharing materials) * Students will draw pictures of their morning and begin opinion piece about how they felt and why * Students will walk around while music plays (with their writing), when music stops they must find a peer closest to them and share their writing. Continue until students have had the opportunity to talk with multiple people. * Any student who wants to share in front of the whole class may | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Word Study**  **Standards: L.2.4a.** Use sentence-level context as a clue to the meaning of a word or phrase.  **I Can Statement(s): I can figure out new words using context clues in a story.**  **Instructional Plan: \***See Reading (Teacher will help students figure out new vocabulary in read aloud, by using context or picture clues). | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Speaking & Listening**  **Standards: SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).   **I Can Statement(s): I can follow the rules of discussion.**  **Instructional Plan:**  \*see Reading and Writing plans (teacher will model discussion before students do it)  \*After students share writing with partners, discuss the term “audience” and rules/procedures when students are presenting  **\*\*After lesson, discuss ways we can help each other feel at ease in our classroom. Develop classroom rules by letting students discuss at table groups and whole group. Create 5 classroom rules, based around students’ ideas. Create anchor chart of rules, let students work in table groups to create a poster for each rule.** | | | | |
| **Closing/Summarizing Strategy** | Teacher will pass out index cards with words discussed today and definitions. Students will walk around and find their match. As a class, we will review and discuss. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students could extend writing with more details or compare/contrast themselves with the story or a peer. | | Students can write with peer or teacher aid if needed. Sentence frames for students who are struggling. | | | Picture cards for vocabulary and feeling words. Students can fill in sentence frames. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Student writing sample/ discussion | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*